Integrating Information Literacy Across a BSN Curriculum

Nanci Gasiewicz, DNP, RN
Marquette
Discuss three (five in total) assignments to integrate information literacy across a nursing curriculum.

- All assignments were designed for clinical courses with a practice application
Development of New Curriculum

- Need to integrate informatics competencies
Informatics Competencies

**Definition:** The integration of *knowledge, skills, and attitudes* in the performance of various nursing informatics activities within prescribed levels of nursing practice

Staggers & Gassert, 2000
Informatics Competencies

- **Computer Literacy Skills**
  - Use of technology

- **Information Literacy Skills**
  - Using information

Staggers & Gassert, 2000
Informatics Competencies: Beginning Nurses

- Basic computer technology skills
- Fundamental information management management

Staggers, Gassert & Curran, 2001
New BSN Nursing Curriculum
Integration of Informatics Literacy

- **Level 1: Semester 1**
  - Identify, describe and understand

- **Level 2: Semester 2 & 3**
  - Plan, apply, demonstrate and examine

- **Level 3: Semester 4 & 5**
  - Create, integrate and evaluate
Level 1: NU 2122 Clinic
Foundations of Nursing Practice

- 1st semester: Courses
  - Foundations: Theory & Clinic
  - Holistic Assessment
  - Pathophysiology
  - Pharmacology
Level 1: NU 212 Assignment
Evaluation of Internet Sources

- Library Orientation
  - Virtual Tour
- Use of Library Catalog & Data Bases:
  - ILLIAD, CINAHL, PsycINFO & Medline
- How to evaluate Internet resources
Level 1: NU 212 Assignment
Evaluation of Internet Sources

- Library Orientation
- Virtual Tour
- Use of Library Catalog & Data Bases:
  - ILLIAD, CINAHL, PsycINFO & Medline
- How to evaluate Internet resources
- Research tutorial by Library Sciences
Level 1: NU 212 Assignment
Evaluation of Internet Sources

- Library Orientation
- Virtual Tour
- Use of Library Catalog & Data Bases:
  - ILLIAD, CINAHL, PsycINFO & Medline
- How to evaluate Internet resources
- Research tutorial by Library Sciences
- APA Resources developed by:
  Mike Strahan, Library Sciences
Evaluating Internet Sources

A Library Resource Guide

Because of the hodge-podge of information on the Internet, it is very important you develop evaluation skills to assist you in identifying quality Web pages. There are six (6) criteria that should be applied when evaluating any Web site: authority, accuracy, objectivity, currency, coverage, and appearance. For each criterion, there are several questions to be asked. The more questions you can answer "yes", the more likely the Web site is of quality.

The framework of this document (criteria and questions) was developed by Jan Alexander and Marsha Tate and is available on their site Evaluate Web Pages.

Below is a chart listing key questions for each of the six criteria. By clicking on a particular criteria, you will be given more explanation.

<table>
<thead>
<tr>
<th>Authority</th>
<th>Is it clear who is responsible for the contents of the page?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is there a way of verifying the legitimacy of the organization, group, company or individual?</td>
</tr>
<tr>
<td></td>
<td>Is there any indication of the author’s qualifications for writing on a particular topic?</td>
</tr>
<tr>
<td></td>
<td>Is the information from sources known to be reliable?</td>
</tr>
</tbody>
</table>

| Accuracy           | Are the sources for factual information clearly listed so they can be verified in another source? |
NMU’s APA Resources

http://library.nmu.edu/guides/userguides/style_apa.htm
Level 2: NU 332 Clinic
Nursing Care of Children & Adolescents

- 3rd semester: Courses
  - Pediatrics: Theory & Clinic
  - OB: Theory & Clinic
  - Advanced Pharmacology
Level 2: NU 332 Assignment
Developing a Teaching Brochure

- Pediatric topic & Literature review
- Pick age group: infants, toddlers, preschoolers, school age, adolescent
- Select focus for teaching: child, family, caregivers, teachers, coaches
Brochure Template

- Do you want to capture the audience?
- Do you want to leave a lasting impression?
- Do you want your message to be heard?

Then you will want to create an effective brochure!

Content Guidelines
- Determine the purpose of your brochure.
- Pick three or four points to cover and limit them to one point per panel.
- Be aware of the balance: too much information versus too little.
- Make it interesting to read.

Picture Guidelines
- Pictures should tell a story, adding to the content, not distracting from it.
- One large illustration is more effective than several.
- Always use captions with pictures.

Formatting Guidelines
- The focus of your content should be in the center of the brochure.
- Do not let content "run" from one panel to another.
- Choose an effective font size, usually 10 to 14 pt.
- Use larger font for headers.
- Do not make it too busy! Use headers, bullets, and white space to provide a layout that is easy to read.
- Eliminate orphan words (single words extending beyond a group).
- Proof carefully for errors.
- The brochure should be attractive to look at.
Teaching Teens?

Helpful Tips for Dental Health Teaching

Use this to your Advantage!

Northern Michigan University
Department of Nursing

By Hannah Minchiff RN

Teens...

- Respond to others’ opinions
- Care about appearance
- Want acceptance in peer groups
- Privacy and independence

Northern Michigan University
Department of Nursing

By Hannah Minchiff RN

Defining Appointments

- Have teens drive themselves
- Allow independence
- Plan a fun positive event for after the dental appointment

FOR MORE INFORMATION:

Please contact your pediatrician or another healthcare provider.

Infant Nutrition

Simple Suggestions for Giving Your Baby the Best Nutrition Available!

Basic Rules for Infant Nutrition

- Do not start with any solid foods before 6 to 8 months of age.
- If on infant formula, pick one and stick with it, try not to switch types and brands.
- Follow your baby’s lead, feed until full. Do not overfeed and do not need only a set amount.

“Spitting Up”

- “Spitting up” does not always need to be medically treated.
- Medication is not always the solution for infants that frequently “spit up”.
- Adding cereal to a bottle to avoid “spitting up” is not always necessary.
- “Spitting up” does not always mean a diagnosis of acid reflux for the infant.

Safety

- Discourage adherence with your teeth
- Ugly brown teeth
- Chipped or missing teeth
- Promote use of mouth guards and helmet
- Safety equipment is now a fashion statement
- Variety of colors and styles

Basic Rules for Infant Nutrition

- Do not start with any solid foods before 6 to 8 months of age.
- If on infant formula, pick one and stick with it, try not to switch types and brands.
- Follow your baby’s lead, feed until full. Do not overfeed and do not need only a set amount.

“Spitting Up”

- “Spitting up” does not always need to be medically treated.
- Medication is not always the solution for infants that frequently “spit up”.
- Adding cereal to a bottle to avoid “spitting up” is not always necessary.
- “Spitting up” does not always mean a diagnosis of acid reflux for the infant.

Source of Trusted Information

- Would you trust the opinion of a family member such as a mother or grandmother over the knowledge of a pediatrician when it comes to your child’s nutrition?
- The information on nutrition obtained from a trained pediatrician or a nurse should always be trusted above other opinions.

Teaching Teens?

Helpful Tips for Dental Health Teaching

Use this to your Advantage!

Northern Michigan University
Department of Nursing

By Hannah Minchiff RN

Defining Appointments

- Have teens drive themselves
- Allow independence
- Plan a fun positive event for after the dental appointment

FOR MORE INFORMATION:

Please contact your pediatrician or another healthcare provider.

Infant Nutrition

Simple Suggestions for Giving Your Baby the Best Nutrition Available!

Basic Rules for Infant Nutrition

- Do not start with any solid foods before 6 to 8 months of age.
- If on infant formula, pick one and stick with it, try not to switch types and brands.
- Follow your baby’s lead, feed until full. Do not overfeed and do not need only a set amount.

“Spitting Up”

- “Spitting up” does not always need to be medically treated.
- Medication is not always the solution for infants that frequently “spit up”.
- Adding cereal to a bottle to avoid “spitting up” is not always necessary.
- “Spitting up” does not always mean a diagnosis of acid reflux for the infant.

Safety

- Discourage adherence with your teeth
- Ugly brown teeth
- Chipped or missing teeth
- Promote use of mouth guards and helmet
- Safety equipment is now a fashion statement
- Variety of colors and styles

Basic Rules for Infant Nutrition

- Do not start with any solid foods before 6 to 8 months of age.
- If on infant formula, pick one and stick with it, try not to switch types and brands.
- Follow your baby’s lead, feed until full. Do not overfeed and do not need only a set amount.

“Spitting Up”

- “Spitting up” does not always need to be medically treated.
- Medication is not always the solution for infants that frequently “spit up”.
- Adding cereal to a bottle to avoid “spitting up” is not always necessary.
- “Spitting up” does not always mean a diagnosis of acid reflux for the infant.

Source of Trusted Information

- Would you trust the opinion of a family member such as a mother or grandmother over the knowledge of a pediatrician when it comes to your child’s nutrition?
- The information on nutrition obtained from a trained pediatrician or a nurse should always be trusted above other opinions.
Level 3: NU 432
Nursing Care of Adults 2

Semester 5: Courses
- Nursing Care of Adults 2: Theory & Clinical
- Leadership & Management: Theory
- Nursing Issues
- Transition into Professional Nursing: Clinical
Level 3: NU 432 Adult 2
Policy /Procedure Review Assignment

- Identify a hospital policy or procedure that relates to the care of an assigned patient.
- Complete a literature review to compare current practice with EBP.
- Submit a written review with recommended revisions if needed.
For More Information:


doi:10.3928/01484834-20091023-01
Questions?